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ABSTRACT

The guide is designed to assist state, Bureau of Indian Affairs, and tribal or Indian community controlled local educational units (Ed.U) in analyzing their special education administrative policies. Policy statements are presented that at a minimum meet the requirements of P.L. 94-142 (the Education for All Handicapped Children Act) and also reflect the special considerations that should be undertaken when programing for Indian exceptional children. The guide is divided into the following four sections covering the analysis of policies: (1) "Service Delivery" considers policy areas oriented toward identifying, placing, and serving handicapped children; (2) "Procedural Safeguards" explores policy areas outlining the legal and administrative definitions guaranteed to handicapped children and their parents in the identification, evaluation, and placement processes; (3) "Administration" presents policy areas oriented toward concerns with program management, personnel, facilities, transportation, and fiscal resources; and (4) "The Profile of Ed.U Policy Priorities" is intended to provide an ordering of the particular policy needs of the Ed.U. Introductory sections explain the use of the guide, define relevant terms, and provide a form for determining an Ed.U profile. (Author/PHR)

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SPECIAL EDUCATION PROGRAMS FOR AMERICAN INDIAN EXCEPTIONAL CHILDREN AND YOUTH:

A POLICY ANALYSIS GUIDE

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FOREWORD

Today there is extensive public policy at federal and state governmental levels providing for the education of all handicapped children. Foremost among these mandates to provide children with a free appropriate public education are The Education for All Handicapped Children Act of 1975, P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973, P.L. 93-112. Interpretation of these Acts as well as similar state directives has led to the clear enunciation that special education opportunities must be made available to American Indian including Alaska Native handicapped children regardless of whether such children are served by state (public), Bureau of Indian Affairs (BIA) or tribal and Indian community controlled educational units.

While many of our nation's school systems have been operating effective special education programs for some time, it has been only recently that we have begun to recognize and address the complexities inherent in carrying out this responsibility for Indian exceptional children residing on and near reservations. In addition to establishing special education programs, local educational units are faced with the challenge of providing services to meet the diverse language and cultural backgrounds of Indian exceptional children throughout the special education process. Further complicating the provision of services have been the several types of educational units, i.e., public, BIA, and tribal or Indian community controlled, that serve Indian communities in rural and sometimes isolated areas.

Unfortunately, in many educational units on and near reservations, well-developed and consistent policies governing the education of exceptional children do not exist. The absence of these written policies places school employees at a distinct disadvantage. Without appropriate policy, there is no basis for building and maintaining effective programs over time, nor is there a means to make official positions known to the Indian communities.

To assist public, BIA and tribal or Indian community controlled educational units in this difficult task of developing, expanding or refining these policies; The Council for Exceptional Children, with support from the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare, and the Office of Indian Education Programs, Bureau of Indian Affairs, Department of the Interior, developed this special education policy analysis guide. A subsequent policy development and resources guide will be produced to facilitate the identification of policy statements and resources for policy development. Both guides will be disseminated to the various educational units serving Indian reservations throughout the country.

The policy statements contained in this policy analysis guide were developed after an extensive field-based research effort. Through the use of an administrative policy interview guide, existing policy information was collected and reviewed from 32 public, BIA and tribal or Indian community controlled educational units with established special education programs. Based on this data, a draft policy analysis guide was developed and distributed for extensive field review. Among those participating in the review were State Directors of Special Education and Indian Education Coordinators in states with federally recognized tribes, BIA Area Office Special Education Coordinators, approximately 90 local educational unit administrators, and national and regional Indian education organizations.

It is our hope that this policy analysis guide, as well as the forthcoming policy development and resources guide, will contribute to expanding and improving educational opportunities for all Indian exceptional children.

Bruce A. Ramirez, Project Director
American Indian Special Education
Policy (AISEP) Project

ACKNOWLEDGEMENTS

Many individuals deserve special recognition for their contributions to the development of this policy guide. Special thanks to Alan Abeson, Principal Investigator of the Project, for his continued guidance and support throughout all phases of the preparation of the document. The following individuals also assisted by providing policy materials, suggestions and time:

- *Local Educational Unit Personnel.* Approximately 32 public, BIA, and tribal or Indian community controlled school administrators contributed extensive special education policy materials and information developed by their local educational units. Many of these same individuals were also included among the more than 90 persons who participated in the field review of the first draft of the guide.

- *State Education Agency Personnel.* Directors of Special Education and Directors of State Indian Educational Units in the 26 states with federally recognized Indian tribes assisted the Project in identifying local educational units with established special education programs and also contributed to the field review of the draft guide.

- *Bureau of Indian Affairs (BIA) Education Personnel.* BIA Coordinators of Special Education nominated local programs and aided in the evaluation phase of the draft guide.

- *Working Advisory Committee Members.* Eight persons with expertise in special education and Indian education reviewed drafts of the guide and provided much needed advice concerning other project-related activities.

- *Bureau of Education for the Handicapped (BEH) Staff.* Joe Rosenstein, Project Officer, served as a valuable resource all through the Project.

- *Governmental Relations Staff.* Fred Weintraub provided critical review and support on all project activities; Scottie Torres Higgins offered invaluable advice and support throughout the development of the guide; Jean Harris Mack and Josephine Barresi of the Policy Research Center prepared the preliminary draft; and special thanks to Jan Luersen, Stephanie Pleasants and Cindy Williamson who worked diligently to meet all typing deadlines.

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USE OF THIS GUIDE

PURPOSE OF THIS GUIDE

This guide is designed to assist state, BIA and tribal or Indian community controlled local educational units (Ed.U's) in analyzing their special education administrative policies. Policy statements are presented that at a minimum meet the requirements of P.L. 94-142 but also reflect the special considerations that should be undertaken when programming for Indian exceptional children. For this reason, there is no Indian education section per se, but rather policy statements specific to Indian exceptional children are dispersed throughout the various sections of the guide.

In addition to using this guide, administrators and policy makers should refer to specific state and BIA Indian education, special education and regular education statutes and guidelines. Consideration should also be given to tribal needs and policies in the adoption of specific policies that affect Indian exceptional students.

ORGANIZATION OF THIS GUIDE

The guide is divided into the following four sections covering the analysis of policies governing special education programs and services for Indian exceptional students:

1. Service Delivery presents policy areas oriented toward identifying, placing and serving handicapped children.

2. Procedural Safeguards presents policy areas outlining the legal and administrative protections guaranteed to handicapped children and their parents in the identification, evaluation and placement processes.

3. Administration presents policy areas oriented toward concerns with program management, personnel, facilities, transportation and fiscal resources.

4. The Profile of Ed.U Policy Priorities is intended to provide an ordering of the particular policy needs of the Ed.U.

In addition, the Ed.U Profile provides the user with an overview of the administrative organization and jurisdiction of the Ed.U as well as the characteristics of the Indian student population and the special programs provided to Indian students.

HOW TO FILL OUT THIS GUIDE

Each section of the Policy Analysis Guide has been divided into decision areas relating to the appropriate education of Indian exceptional children. The user need only check YES (in the appropriate column) if the agency has the policy; NO (in the appropriate column) if the agency does not have the policy. If, given any policy statement, an indication for change is present, then the reviewer checks the third column, Indicated Policy Change.

Example:

	Yes	No	Indicated Policy Change
Individualized education programs are written for each child with special needs.		X	X

Once a section is completed, it is suggested that the reader review the Indicated Policy Change column and rank-order the indicated policy changes.

The next step is to enter the priorities for change under the appropriate policy area under the last section, i.e., The Profile of Ed.U Policy Priorities, of the guide.

The information identified as a result of using the self-administered Policy Analysis Guide will provide policy makers, administrators, educators and others with a policy profile specific to their particular Ed.U, which can serve as the basis for special education policy development and refinement.

DEFINITION OF TERMS

For purposes of consistence in this Policy Analysis Guide, the following definitions are used throughout:

Bureau of Indian Affairs (BIA). Agency within the United States Department of the Interior which provides educational and social services to American Indians.

Educational Unit (Ed.U). A public (i.e., single district, county unit, collaborative unit, or cooperative district), BIA operated (i.e., day and/or boarding), tribal and/or community controlled (i.e., contract previously private) or cooperative school system.

Exceptional Children. Children who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special education and related services, whether or not such services are available. In general, the term "exceptional children" considers exceptionality on the basis of (a) physical, health or sensory handicap, (b) emotional handicap or behavioral problem, and (c) observable exceptionality in mental ability, i.e., mentally gifted and mentally retarded. Some exceptional children have more than one type of exceptionality. Such children include:

> *Deaf.* Children who have a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.
>
> *Deaf-blind.* Children who have concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.
>
> *Gifted and talented.* Children who have been identified by professionally qualified personnel as possessing or as being capable of developing above-average abilities in one or more of the following areas including without limitation: intellectual ability, specific academic ability, leadership ability, artistic ability, and creative ability and who by reason thereof require special education and related services.
>
> *Hard of hearing.* Children who have a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.
>
> *Mentally retarded.* Children who have significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.
>
> *Multihandicapped.* Children who have concomitant impairments (such as mentally retarded/blind, mentally retarded/orthopedically impaired, etc.),

the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

Orthopedically impaired. Children who have a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amuptations and fractures or burns which cause contractures).

Other health impaired. Children who have limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance.

Seriously emotionally disturbed. Children who exhibit one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

- An inability to learn which cannot be explained by intellectual, sensory or health factors;
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A general pervasive mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

Specific learning disability. Children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

Speech impaired. Children who have a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment which adversely affects a child's educational performance.

Visually impaired. Children who have a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

Indian. Member of an Indian tribe, band, nation, rancheria, pueblo, colony, or community which is recognized as eligible for the special programs and services provided by the Federal Government through the Bureau of Indians because of their status as Indians. The term also includes an Indian, Eskimo or Aleut who is a member of an Alaska Native Village or regional or village corporation, as designated under the Native Claims Settlement Act.

Indian Health Service (IHS). Agency within the United States Department of Health, Education and Welfare which provides health services to Indians.

Native Language. When used with reference to a person of limited English-speaking ability, means the language normally used by that person, or in the case of a child, the language normally used by the parents of that child.

Parent. Natural parent, a guardian, person acting as a parent, and/or surrogate parent.

Policy. Any administrative decision, board action, rule or regulation or law that is recorded and available in writing bearing directly or indirectly on the education of Indian exceptional children.

Primary Language. The language normally used by the child.

Related Services. Transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services and medical services for diagnostic or evaluation purposes, school health services, social work services in schools, and parent counseling and training. All related services mentioned may not be required for each individual child. This list is not exhaustive and may include other developmental, corrective or supportive services, such as artistic and cultural programs, art, music and dance therapy, if they are required to assist a handicapped child to benefit from special education.

Reservation. Any federally recognized Indian tribe's reservation, pueblo, or colony including former reservations in Oklahoma and Alaska Native regions established pursuant to the Alaska Native Claims Settlement Act.

Special Education. Specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction and instruction in hospitals and institutions.

EDUCATIONAL UNIT (Ed.U) PROFILE

Ed.U Type and Administrative Organization	Yes	No
1. As defined by federal or state statute or regulations, your Ed.U is organized:		
a. State		
• Single District - boundaries determined so as to allow one educational unit full authority to provide educational services for children within those boundaries.		
• County Unit - a governance structure that creates a board over each of the member districts that fall within the geographic boundaries of the county.		
• Collaborative Unit - a formal legal basis for two or more districts to provide administrative and programmatic services to those member districts that are bound together by legal provisions.		
• Cooperative District - an informal arrangement that develops policies guiding the administrative and programmatic services to these member districts that choose to voluntarily join.		
• Regionalization - an agreement between districts to form a governance structure to provide administrative and programmatic services to school districts that contract with this type of unit.		
b. Bureau of Indian Affairs (BIA)		
• Day School - a school operated and funded by the BIA for Indian students.		
• Boarding School - a residential school located on a reservation that is operated and funded by the BIA for Indian students.		
• Off-reservation Boarding School - a residential school located off the reservation that is operated and funded by the BIA for Indian students.		
c. Tribal or Indian Community Controlled		
• Contract School - a school formerly operated by the BIA that is operated primarily for Indian students which at the time of application is controlled, sanctioned, or chartered by the governing body(s) of an Indian tribe(s).		
• Previously Private School - a school (other than a federal school formerly operated by BIA) that is operated primarily for Indian students in any grade or grades from age 3 years through grade 12, and which at the time of application is controlled and sanctioned or chartered by the governing body(s) of an Indian tribe(s).		

Yes	No

- Other (specify)_____

d. Cooperative

- A school operated under a cooperative agreement between a school district and the BIA in conformance with state and federal school laws and regulations.

2. Your Ed.U provides programs and services to Indian students according to the following grade levels:

a. Preschool.
b. K - 6.
c. 7 - 9.
d. 10 - 12.
e. Post secondary.
f. Adult/continuing education.
g. Other (specify)_____

Ed.U Jurisdiction	Yes	No
3. Your Ed.U has defined attendance boundaries.		
4. If yes, the type of policy that determines the extent of the attendance boundaries is: a. State statute. b. State regulations. c. State Board of Education policy. d. Local school board policy. e. Federal law. f. Federal regulations. g. Tribal code and/or resolution. h. Other (specify)_____		
5. The Indian reservation(s) or Alaska Native village(s) your Ed.U serves is/are:_____		
6. Other Ed.U's located within the attendance area of your Ed.U that also serve Indian children include: a. State (Public) Schools. b. BIA Schools. c. Tribal or Indian Community Controlled Schools. d. Cooperative Schools. e. Parochial Schools. f. Alternative Schools. g. Private facilities for the handicapped. h. Head Start Programs. i. Other (specify)_____		

Ed.U Student Population

7. The total enrollment in your Ed.U is: _____.

8. The number of Indian children enrolled in your Ed.U is: _____

9. Of the total number of Indian students in your Ed.U, indicate the following:

   a. Number of Indian students who speak a native language: _____.
   b. Number of Indian students whose parents use a native language in the home: _____.

10. Indicate the number of exceptional children being provided special education services by your Ed.U:

Type of Exceptionality	Indian	Non-Indian	Total
Emotionally Disturbed			
Specific Learning Disabled			
Hard of Hearing			
Deaf			
Deaf-Blind			
Visually Impaired			
Educable Mentally Retarded			
Trainable Mentally Retarded			
Severely Mentally Retarded			
Speech Impaired			
Orthopedically Handicapped			
Other Health Impaired			
Multiply Handicapped			
Gifted and Talented			
Other (specify)			
TOTAL			

Ed.U Special Programs for Indian Students	Yes	No
11. Does your Ed.U offer any of the following kinds of programs and services specially designed to meet the unique educational needs of Indian students: a. Development of culturally sensitive curriculums. b. Cultural programs. c. Native language programs. d. Remedial reading or math programs. e. Bilingual programs. f. Guidance and counseling services. g. Work/study programs. h. Other (specify)_____		

SECTION I

SECTION I:

SERVICE DELIVERY

1. CHILD IDENTIFICATION

2. STUDENT EVALUATION

3. PLACEMENT

4. CONTINUUM OF SERVICES

I. SERVICE DELIVERY

1. CHILD IDENTIFICATION

Identification is the process of detecting and locating children who show indications that they might be in need of special education or related services, whether or not those children are enrolled in state, BIA, tribal and/or community controlled or cooperative school systems.

Child Find or Child Search programs and activities should be considered as an ongoing part of an Ed.U's overall child identification efforts to locate handicapped children who have never been to school, or are out of school, as well as to identify those handicapped children already in school or placed in hospitals, institutions, or correctional facilities whose special educational needs are not being met. In carrying out these activities with regard to Indian children, the Ed.U and other community agencies need to take into account the cultural and linguistic characteristics of the particular Indian communities to be surveyed.

Public Information	Yes	No	Indicated Policy Change
1. Methods used to inform the public about exceptional children and available educational programs are: a. T.V. b. Radio. c. Community meetings. d. Newspapers/newsletters. e. Posters. f. Other (specify)_____			
2. The Indian community(s) native language is used in these methods of public information.			
3. Methods used by your Ed.U to specifically inform the Indian community are: a. Tribal Government meetings. b. Tribal agency meetings. c. Tribal newspapers/newsletters. d. Tribal fairs. e. Chapter/district meetings. f. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Community Survey Procedures	Yes	No	Indicated Policy Change
4. A formal survey to find children who might be exceptional is conducted in your Ed.U.			
5. When conducting a formal survey on a reservation or trust lands, it is the policy of your Ed.U to:			
a. Seek permission from the governing Tribal Council.			
b. Inform the Tribal Council of your intentions.			
c. Other (specify)_____			
6. The survey is done as an addendum to a regularly occurring school census.			
7. The survey is done:			
a. Quarterly.			
b. Semiannually.			
c. Annually.			
d. Other (specify)_____			
8. The following are surveyed:			
a. Households of all school age children residing within the jurisdiction of your Ed.U.			
b. Households of all school age children enrolled in regular classes only.			
c. Households of all school age children enrolled in special education classes only.			
d. Households of all children enrolled in preschool programs.			
e. All households in your Ed.U.			
f. Other agencies/schools (specify)_____ _____			
9. The survey is conducted:			
a. Door-to-door interview of every household in the survey.			
b. Telephone interviews of every household in the survey.			
c. Mail-out questionnaire to every household in the survey.			
d. Other (specify)_____			

	Yes	No	Indicated Policy Change
10. When conducting a door-to-door survey in Indian communities, it is the policy of your Ed.U to employ survey-takers of the same cultural and linguistic background as found in the community.			
11. The survey procedures are evaluated: (specify) _____ _____			
12. Other agencies who conduct surveys within your Ed.U jurisdiction are: a. Head Start. b. City/Town Governance Board. c. Tribal Agency/Organization. d. BIA Area/Agency Office. e. Indian Health Service (IHS). f. Other (specify)_____			
13. Your Ed.U has access to data collected by these other agencies.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Screening Procedures	Yes	No	Indicated Policy Change
Screening is a method whereby selected parts of tests and instruments are routinely administered to all children to identify those children who may require additional evaluation to determine if special services are needed.			
14. All children entering school for the first time are screened to identify those children who may have special needs.			
15. All children who have transferred to your Ed.U are screened for special needs.			
16. The child's primary language and/or culture is a major consideration in the selection of screening devices.			
17. The criteria employed to evaluate screening results are: a. National test norms. b. Established tribal norms. c. Established district norms. d. Established school norms. e. Other (specify)_____			
18. The person responsible for coordinating and following-up on the information obtained through the screening process is: (specify title)_____			

19. In the matrix presented on the following page, the screening areas are listed vertically and the grade levels are presented horizontally. For each screening area, indicate:

    a. The grades at which screening is routinely conducted.
    b. The agency (see code below) completing the screening.
    c. If a screening area does not apply, leave that row BLANK.

    Agency Code

    Ed.U: Educational Unit
    IHS : Indian Health Service
    PHS : Public Health Service
    HS : Head Start

Screening Area	Grades Administered To													
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Health														
Vision														
Hearing														
Speech & Language														
Psychological/Emotional Adjustment														
Intelligence														
School Achievement														
Adaptive Behavior														
Other (specify)														

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Referrals	Yes	No	Indicated Policy Change
Referral within the setting of an Ed.U, is the process that bridges the identification and child find activities of a state, BIA or tribal educational agency as well as other federal, state or tribal agencies to the next level in the delivery system, which involves the assessment of those children suspected of having handicapping conditions uncovered by a screening instrument.			
20. The following can refer children who may need special services for an evaluation in your Ed.U: a. Parent(s). b. Physicians. c. Teachers. d. Paraprofessionals. e. Psychologists. f. Clergy. g. Guidance Counselor. h. Social Worker. i. Student. j. BIA Social Services. k. Department of Social Services (state). l. Public Health Department (state). m. Community Mental Health Services. n. Indian Health Service. o. Department of Vocational Rehabilitation. p. Other Ed.U's. q. Private and Parochial Schools. r. Head Start Programs. s. Nursery/Day Care Centers. t. Tribal education, health and/or social agencies. u. Tribal Courts. v. Juvenile Courts. w. Other (specify)_____			
21. Your Ed.U has an established procedure for routing referrals.			
22. A standard referral form is used for children who may need special services.			
23. It is the policy of your Ed.U to maintain a list of children identified and referred by other community agencies or school screening programs as in need of special education programs and services.			

	Yes	No	Indicated Policy Change
24. The person responsible for following up referrals of children who may need special services is:			
a. Principal.			
b. Director of Special Education.			
c. Other (specify)_____			
25. Referrals for evaluations are sent to an evaluation committee.			
26. There is a policy option to send children referred for evaluation to:			
a. A community agency.			
b. Private practitioners and/or hospitals.			
c. Other (specify)_____			
27. A student may be referred for an evaluation who:			
a. At mid-year presents a risk of non-promotion.			
b. Fails to be promoted at end of year.			
c. Has been suspended for more than a specific number of days during the school year.			
d. Has been truant for more than a specific number of days.			
e. Has been committed to, referred to, or detained by the Police Department.			
f. Has been permanently excluded from school.			
g. Is harmful to himself or others.			
h. Is suspected of being abused or neglected.			
i. Other (specify)_____			
28. The procedures to be followed if a decision not to evaluate a child who has been referred is made are:			
a. Notify parents.			
b. Notify referring agent.			
c. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

2. STUDENT EVALUATION

Evaluation. Through the identification process, children and youth suspected of needing special services are located. The next step is for a qualified individual or team in the Ed.U to conduct an in-depth assessment of each student to verify the suspected handicapping condition.

Specialized tests, evaluative instruments, psychoeducational diagnosis, and documented observations by qualified professionals are all elements of the evaluation process. The terms *assessment, evaluation or diagnosis* are sometimes used interchangeably by certain Ed.U's to denote similar functions and procedures in the student evaluation process.

Timely Notice and Consent (see Section II, PROCEDURAL SAFEGUARDS, Subsection 1, Due Process,

Surrogate Parents (see Section II, PROCEDURAL SAFEGUARDS, Subsection 1, Due Process,

Primary Language Determination	Yes	No	Indicated Policy Change
1. Your Ed.U provides for the determination of the Indian student's primary language before the evaluation.			
2. Your Ed.U uses at least <u>two</u> of the following means for determining the Indian student's primary language: a. Formal language testing. b. Language inventories. c. Parent interview. d. Review of school records. e. Other (specify)_____			
3. If the Indian student's primary language is determined to be other than English, the procedure your Ed.U follows is: a. Use of an evaluator fluent in the child's primary language and in English. b. Use of a trained interpreter to assist with language and testing. c. Use of instruments which measure performance without the use of verbal skills. d. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Evaluation Procedures	Yes	No	Indicated Policy Change
4. The permanent members of the multidisciplinary evaluation team in your Ed.U are: a. Certified or approved teacher who has or recently had the child in a classroom or other teaching situation (provided that the child has been in school). b. A Special Educator or School Administrator. c. A parent (guardian/surrogate) of the child. d. A certified or board licensed psychologist, where required by state policy. e. Other (specify)_____			
5. Additional members that may form part of your Ed.U multidisciplinary team are: a. A registered nurse and/or physician. b. A social worker with an habilitating degree in Social Work, or a certified guidance counselor. c. The child, when over the age of eighteen or whenever appropriate as determined by your Ed.U policy. d. A specialist responsible for conducting evaluation. e. At the parent's request, an advocate for the child. f. Indian Education Administrators, Coordinator or Specialist. g. Other (specify)_____			
6. Your Ed.U has a written policy on adapting evaluation instruments for the following reasons: a. Age. b. Socioeconomic background. c. Language. d. Cultural background. e. Perceptual problems.			
7. Parents are interviewed to determine the socio/developmental history of their child when their child is being evaluated.			
8. The socio/developmental history of the child being evaluated is completed by: a. Social worker. b. Teacher.			

	Yes	No	Indicated Policy Change
c. Member of multidisciplinary evaluation team.			
d. Other (specify)_____			
9. When conducting an interview with Indian parents, it is the policy of your Ed.U to use individuals and/or interpreters of the same cultural and linguistic background.			
10. The socio/developmental history of the child identifies the native language that the parents, grandparents, and/or others with whom the child lives use to communicate with the child.			
11. The evaluation of a child being considered for special education includes an updated history of the child's educational experience.			
12. In your Ed.U, the following are components of an educational history:			
a. The child's academic grades.			
b. The child's achievement and aptitude test scores.			
c. A statement of the child's current academic standing.			
d. The child's primary language.			
e. A statement of the child's social relations with groups, peers, and adults based on classroom and teacher observations.			
f. A description of the child's physical limitations and behavior that inhibit learning.			
g. Child's previous participation in supplementary education programs (compensatory instruction for socio-economic disadvantaged students, bilingual education, Indian education, etc.).			
h. Previous instructional strategies used.			
i. Other (specify)_____			
13. The educational history of the child being evaluated is completed by:			
a. The child's teacher.			
b. The child's guidance counselor.			
c. Diagnostician (Psychologist, Speech/Language etc.).			
d. Social Worker.			
e. Indian Education Administrator/Coordinator.			
f. Special Services Program Coordinator.			
g. Other (specify)_____			

	Yes	No	Indicated Policy Change
14. Copies of all written results of the child's evaluation and recommendations are placed in the child's: a. Cumulative record. b. Special Education record.			
15. The following are valid reasons for waiving the evaluation of a child: a. The parents arrange for an evaluation of their child by a qualified professional (as determined by the Ed.U) outside of the school system. b. An equivalent evaluation in the opinion of the Ed.U has been completed within a specific time period prior to the time of the scheduled school assessment. c. Parental refusal to permit an evaluation. d. Other (specify)_____			
16. Within 30 calendar days after the initiation of the evaluation process, your Ed.U notifies the parents of the results: a. In writing, using English language. b. In writing, using native language. c. In writing, using English and oral translation/interpretation. d. Personal contact (meeting, conference). e. Other modes of communication (sign, Braille) if applicable. f. Other (specify)_____			
17. If it is determined through the evaluation process that a child does not require special education or related services, but the child still evidences learning problems, the following options are considered by your Ed.U to meet the child's needs: a. Indian Education Programs (Johnson O'Malley, Indian Education Act). b. ESEA Title I Program. c. Remedial reading or language programs. d. Bilingual programs. e. Guidance and counseling services. f. Work/study programs. g. Other (specify)_____			

POLICY PRIORITIES

Date:

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CRITERIA AND ASSESSMENT AREAS FOR DETERMINING ELIGIBILITY

18. For each type of program disability area or handicapping condition listed in the following table, indicate with checks in the appropriate columns the assessment area and criteria used to determine the eligibility of a child for acceptance into a special education program.

	Emotionally Disturbed Behavior Disordered	Specifically Learning Disabled	Hard of Hearing	Deaf	Deaf-Blind	Visually Impaired	Educable Mentally Retarded	Trainable Mentally Retarded	Severely Mentally Retarded	Speech Impaired	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Gifted and Talented	Other
Academic Achievement • Grade • Age Level • Teacher Observation															
Physical Examination															
Adaptive and/or Social Behavior Evaluation															
Visual Perception Acuity															
Auditory Perception Acuity															
Comprehensive Psychological Examination/ IQ Level (Specify Range)															
Alternative to IQ (Specify)															
Psychiatric Examination															
Neurological Examination															
Speech and Language Evaluation															
Otological Examination															
Other (Specify)															

Vocational Assessment	Yes	No	Indicated Policy Change
Vocational Assessment is the process whereby students gain insight into their abilities and interests that may best develop their vocational potential. It is a continuous process in the Ed.U, with some aspects of assessment taking place in the elementary grades. When a student is ready to be involved actively in the vocational assessment process and to make a tentative career choice, a comprehensive assessment should be provided.			
19. Your Ed.U has a written policy for providing a vocational assessment for exceptional children.			
20. The following are components of a vocational assessment: a. Review and/or update of medical, psychological, educational and social assessment data obtained during the student's special education evaluation. b. Administration of selected standardized or locally developed diagnostic instruments to assess vocational aptitudes and interests. c. Use of work samples to evaluate potential for developing vocational skills. d. Observation and assessment of work behavior. e. Evaluation in exploratory shops that provide hands-on activities representative of the nine occupational areas in vocational education identified by USOE. f. Individual counseling to determine the student's interests and potential career goals. g. Other (specify)_____			

POLICY PRIORITIES

Date:

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3. PLACEMENT

Individualized Education Program (IEP)	Yes	No	Indicated Policy Change
1. The methods your Ed.U uses to contact parents for their participation in the IEP meeting are: a. Letter. b. Home visitation. c. Telephone. d. Two-way telephone/radio. e. Note home via child. f. Other (specify)_____			
2. All written notification is in: a. English. b. English and oral interpretation/translation. c. Native language of the parents. d. Other modes of communication (sign, Braille) if applicable. e. Other (specify)_____			
3. If the parents lack means of transportation, your Ed.U's policy is: a. To hold the meeting at a location convenient to the parents. b. To provide transportation to the meeting at no cost to the parents. c. To provide individual or conference telephone calls. d. Other (specify)_____			
4. The following persons participate in the IEP meeting for a child in your Ed.U: a. A representative of the agency other than the child's teacher who is qualified to provide or supervise the provision of special education. b. Child's teacher(s). c. One or both of the child's parents. d. The child where appropriate. e. Other individuals at the discretion of the parent or agency. f. A member of the evaluation team or someone knowledgeable about evaluation procedure.			

	Yes	No	Indicated Policy Change
g. An interpreter where appropriate.			
h. An advocate to facilitate Indian parent involvement, i.e., Indian Education Administrator, Coordinator or Specialist.			
i. A representative of the institution or private residential program for which the child is being considered.			
j. Other (specify)_____			
5. The following are components of the IEP for a child in your Ed.U:			
a. A statement of the child's present levels of educational performance.			
b. A statement of annual goals, including short-term instructional objectives.			
c. A statement of the specific special education and related services to be provided to the child.			
d. The extent to which the child will be able to participate in regular educational programs as well as Indian education programs.			
e. The projected dates for initiation of services and the anticipated duration of the services.			
f. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.			
g. A description of the child's learning style.			
h. Intervals for which objectives are written.			
i. Explanation of why placement is the least restrictive one feasible.			
j. Name and title of IEP meeting partipants.			
k. Criteria under which the child returns to the regular program or least restrictive alternative.			
l. Name and title of personnel required to provide the special services.			
m. Designation of responsible person to act as liaison to insure this plan is followed.			
n. Other (specify)_____			
6. The length of the school day is specified in the IEP if it is different from that of other children.			

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	Yes	No	Indicated Policy Change
7. When a child requires the administration of medication on a regular basis during school hours, this is included in the child's IEP.			
8. A written statement from an institution or private residential program certifying that a prospective student's IEP can be implemented is required by the Ed.U prior to placement of that child in that particular program.			
9. If the primary language spoken by the Indian child is other than English, there is a provision made in the IEP as to which language to use for classroom instruction until the child can profit from English instruction.			
10. The decision in regard to which language should be used for the Indian child's initial instruction is made by:			
a. Parents.			
b. IEP meeting participants.			
c. Other (specify)_____			
11. If the parents have not participated in the development of the IEP, the following are contained in the parental notice of recommended program:			
a. A detailed description of the proposed IEP.			
b. An explanation of how the IEP was developed.			
c. The reasons why the proposed program is deemed appropriate for the child.			
d. The reasons why the proposed program is the least restrictive program setting appropriate for the child.			
e. A list of the tests, reports, or evaluation procedures on which the proposed program is based.			
f. A statement that the school reports, files and records pertaining to the child are available to them for inspection and copying.			
g. A description of the procedures that parent should follow to appeal a placement decision.			
h. A guarantee that the child will be temporarily continued in present placement (unless the child is a danger to himself or others) if proposed action is rejected by parent.			

	Yes	No	Indicated Policy Change
i. An explanation of procedures to be followed if the child cannot remain in his current placement even temporarily.			
j. Other (specify)_____			
12. It is the policy of your Ed.U to require written parental approval of the proposed IEP for their child.			
13. If the parents agree to the proposed placement, the child is placed within 14 calendar days.			
14. IEPs are reviewed:			
a. End of each marking period (quarterly).			
b. Twice a year.			
c. Once a year.			
d. Other (specify)_____			
15. The following are considered as part of the review:			
a. Whether the child has achieved the goals set.			
b. Whether the child has met the criteria which indicated readiness to enter a less restrictive program.			
c. Whether the program the child is in should be specially modified to render it more suitable to the child's needs.			
d. Other (specify)_____			
16. Your Ed.U follow-up procedures for Indian children who go from the special education program to the regular program are:			
a. Monitoring of student progress by the special education teacher.			
b. Monitoring of student progress by the Indian Education Administrator, Coordinator, or Specialist.			
c. Written progress reports by regular teacher.			
d. Written progress reports by special education teacher.			
e. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Placement Teams or Committees	Yes	No	Indicated Policy Change
17. Your Ed.U uses placement teams or committees in addition to IEP teams.			
18. The following best describes the way in which the placement teams/committees are organized: a. Separate building placement teams. b. One Ed.U placement team. c. Ed.U placement team for certain cases and building placement teams for others. d. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Grading Procedures	Yes	No	Indicated Policy Change
19. The grading system your Ed.U maintains for exceptional children is: a. Same report card/same criteria as regular education. b. Same report card/different criteria. c. Different report card/same criteria. d. Different report card/different criteria. e. Other (specify)_____			
20. If different criteria are used in grading exceptional children, the following applies: a. Pass/Fail. b. Criterion referenced assessments. c. Good, Satisfactory, Not Satisfactory. d. Other (specify)_____			
21. Pupil progress is officially reported to parents: a. Monthly. b. Quarterly. c. Twice a year. d. Once a year. e. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Graduation Requirements	Yes	No	Indicated Policy Change
Graduation Requirements refer to the regulations and educational policies that BIA, state, local and tribal school boards or private agencies may set up specifying the academic and/or survival skills needed by a student to obtain a diploma as a standard of achievement upon completion of high school programs.			
22. The graduation requirements for the exceptional student in your Ed.U are:			
a. Provisions set up by the State Department of Education.			
b. Provisions set up by the BIA Office of Indian Education Programs.			
c. Provisions determined by local school boards, i.e., public, BIA operated, tribal and/or community controlled or cooperative school systems.			
d. Policies established by the board of directors if your Ed.U is a private school.			
e. Students may petition their own graduation requirements.			
f. Other (specify)_____			
23. The following are graduation requirement options that your Ed.U offers for the exceptional student:			
a. Students may obtain a regular diploma.			
b. Students may obtain a regular diploma after competency testing.			
c. Students may obtain a certificate of completion/attendance.			
d. Students may obtain a differentiated diploma based upon a course of studies.			
e. Graduation requirements may be determined by the IEP.			
f. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

4. CONTINUUM OF SERVICES

Special Education Programs	Yes	No	Indicated Policy Change
1. The special education program options for exceptional students that are provided by your Ed.U either by itself, through contractual services, or in conjunction with another Ed.U are: a. Preschool Programs A preschool child and his/her parents are seen on a regular basis by a special education teacher in a room located in a regular school. b. Regular Education Program The child remains in the regular program and receives auxiliary and supportive services appropriate to his/her needs. Modifications in program and support services are delivered by the regular class teacher or by an itinerant teacher who is fully certified and who functions as a methods and materials consultant to the classroom teacher. c. Consultative or Itinerant Services A qualified special education teacher who provides assistance through the classroom teacher for identified exceptional students attending regular classes. d. Resource Room Services are provided in a separate room for a short period each day to children who are placed in a regular program. e. Integrated Programs Children are identified with their special class and are integrated into other regular class settings whenever possible. f. Self-contained Class/School A special class composed solely of children with special needs placed with a special education teacher for all or a major portion of the day. g. Home Visitation Service for Preschool Children A special education teacher works with the child and his parents on a regular basis in the child's home.			

	Yes	No	Indicated Policy Change
h. Homebound and Hospitalized Instruction Instruction developed to meet a particular child's needs is provided for a specific time each school day in the child's home or in the hospital.			
i. Nonpublic Day School Program A special education program in a nonpublic school facility in which 100% of school time is spent in special education.			
j. Residential School Program A special education program in a 24-hour care situation.			
2. Specialized instructional media materials, aids and adaptive equipment are available in the above special education program options in your Ed.U for the provision of education to exceptional children.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Related Services Programs	Yes	No	Indicated Policy Change
3. The related services programs for exceptional students that are provided by your Ed.U either by itself, through contractual services, or in conjunction with another Ed.U are:			
a. Audiology Program Audiology includes: • Identification of children with hearing loss; • Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; • Provision of habilitative activities such as language habilitation, auditory training, speech reading (lip reading), hearing evaluation, and speech conservation; • Creation and administration of programs for prevention of hearing loss; • Counseling and guidance of pupils, parents, and teachers regarding hearing loss; and • Determination of the child's need for group and individual amplification, setting and fitting an appropriate aid, and evaluating the effectiveness of amplification.			
b. Counseling Services Services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.			
c. Medical Services Services provided by a licensed physician to determine a child's medically related handicapping condition which results in the child's need for special education and related services.			
d. Occupational Therapy Occupational Therapy includes: • Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; • Improving ability to perform tasks for independent functioning when functions are impaired or lost; and • Preventing, through early intervention, initial or further impairment or loss of function.			

	Yes	No	Indicated Policy Change
e. Parent Counseling and Training Programs Programs to assist parents in understanding the special needs of their child and provide parents with information about child development.			
f. Physical Therapy Services provided by a qualified physical therapist, under the direction of a licensed physician.			
g. Psychological Services Psychological services include: • Administering psychological and educational tests, and other assessment procedures; • Interpreting assessment results; • Obtaining, integrating and interpreting information about child behavior and conditions relating to learning; • Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations; and • Planning and managing a program of psychological services, including psychological counseling for children and parents.			
h. Recreation Programs Recreation includes: • Assessment of leisure function; • Therapeutic recreation services; • Recreation programs in schools and community agencies; and • Leisure education.			
i. School Health Services Services provided by a qualified school nurse or other qualified person.			
j. Social Work Services in Schools Social work services in schools include: • Preparing a social or developmental history on a handicapped child; • Group and individual counseling with the child and family; • Working with those problems in a child's living situation (home, school and community) that affect the child's adjustment in school; and • Mobilizing school and community resources to enable the child to receive maximum benefit from his or her education program.			

	Yes	No	Indicated Policy Change
k. Speech Pathology Speech pathology includes: • Identification of children with speech or language disorders; • Diagnosis and appraisal of specific speech or language disorders; • Referral for medical or other professional attention necessary for the habilitation of speech or language disorders; • Provisions of speech and language services for the habilitation or prevention of communicative disorders; and • Counseling and guidance of parents, children, and teachers regarding speech and language disorders.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

School/Community-Based Program Options	Yes	No	Indicated Policy Change
4. The school or community-based alternative programs for exceptional students that are provided by your Ed.U, either by itself, through contractual services or in conjunction with another Ed.U or community service agency are: a. Developmental Day Care Activities A private or community-sponsored day care program for pre-school exceptional children that would provide sequential, primary learning activities. b. Extended Day Programs A school-based program that provides supervision and/or activities for exceptional children, either before or after regular school hours. c. Alternative High School A school program established to provide a different learning environment, curriculum and methodology for students with special needs. d. Summer Programs A school program established to provide supplemental instruction for students with special needs. e. Adult/Continuing Education A school program established for adults to facilitate the completion of courses necessary for a high school diploma and/or additional instruction in a variety of educational areas. f. Transitional Programs Community-based programs provided in conjunction with public, private and tribal human service agencies that plan for the provision of alternative living arrangements for exceptional children and adults leaving institutions, supervised apartment living, etc.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Vocational Education Program	Yes	No	Indicated Policy Change
Vocational Education means organized instructional programs which are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree. 5. The vocational education programs for exceptional students offered by your Ed.U are: a. 7 through 12 vocation program. b. Prevocational (Jr. High) program. c. Vocational (Sr. High) program. d. Postsecondary program. e. Other (specify)_____ 6. The vocational education program options for exceptional students that are provided by your Ed.U either by itself, through contractual services, or in conjunction with another Ed.U are: a. Vocational Guidance and counseling programs. b. Regular vocational education programs. c. Special vocational education programs. d. Work experience programs. e. Sheltered preemployment services. f. Travel training for transportation to jobs on completion of vocational training. g. Job placement and follow-up services. h. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Vocational Rehabilitation Program	Yes	No	Indicated Policy Change
Vocational Rehabilitation Programs are designed to provide the services deemed appropriate to the needs of the handicapped individual and designed to restore and/or habilitate their maximum possible physical, social, mental and vocational potentials. These programs are usually operated by agencies outside of the Ed.U. State or tribal agencies may operate certain Vocational Rehabilitation Programs that the Ed.U can contract with for services. Also, some Vocational Rehabilitation Programs may have different age and ability-level criteria for admission to the program than does the Ed.U.			
7. The Vocational Rehabilitation Program offered to your Ed.U consists of: a. Work activities training. b. Work adjustment training. c. Prevocational adjustment training. d. Vocational training. e. On-the-job training. f. Other (specify)_____			
8. Services provided to the trainees include: a. Personal and social adjustment services. b. Rehabilitation counseling. c. Job exploration services. d. Information and referral services. e. Sheltered employment. f. Job placement services. g. Other (specify)_____			
9. Support services provided to the trainees include: a. Physical therapy. b. Occupational therapy. c. Art therapy. d. Recreation therapy. e. Adult basic education. f. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Other School Programs	Yes	No	Indicated Policy Change
10. Otherwise qualified exceptional students in your Ed.U are allowed to participate in the following school programs: a. Remedial reading or language arts programs. b. Title I reading or math programs. c. Bilingual education programs and activities. d. Indian education programs and activites (Johnson O'Malley and Indian Education Act Programs). e. Physical education programs and activities. f. Recreation programs and activities. g. Other (specify)_____			
11. Exceptional children in your Ed.U are provided the following career education experiences through the regular academic programs: a. Non-discriminatory, ongoing assessment of career interests, needs and potentials. b. Career awareness, exploration, preparation and placement experiences in the least restrictive environments. c. Community and other services related to career development of exceptional children (i.e., rehabilitation, transportation, industrial and business). d. Parental involvement in career education planning.			
12. It is the policy of your Ed.U to provide awareness or sensitivity training programs to regular education students, staff and administrators, on characteristics and/or aspects of exceptionality, so that students, staff and supervisors will better understand the unique needs of exceptional students.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Non-academic and Extracurricular Activities	Yes	No	Indicated Policy Change
13. For the following non-academic and extracurricular services and activities, your Ed.U has policies that do not restrict or prevent the participation of exceptional children: a. Counseling. b. Health. c. Recreational. d. Special interest groups or clubs sponsored by the Ed.U. e. Employment of students. f. Other (specify)_____			
14. For the following athletic activities, your Ed.U has policies that do not restrict or prevent the participation of exceptional children: a. Interscholastic athletics. b. Club or intramural athletics. c. Other (specify)_____			

POLICY PRIORITIES

Date:

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SECTION II

SECTION II:

PROCEDURAL SAFEGUARDS

1. DUE PROCESS

2. STUDENT RECORDS

3. ADMINISTRATION OF MEDICATION

4. DISCIPLINARY MEASURES

5. ABUSE AND NEGLECT REPORTING

II. PROCEDURAL SAFEGUARDS

1. DUE PROCESS

Timely Notice and Consent	Yes	No	Indicated Policy Change
1. It is a policy in your Ed.U to notify parents if their child has been referred for an evaluation.			
2. The following facts are told to the parent of a child who has been referred for an evaluation:			
a. Reason evaluation has been requested.			
b. Name of person who made referral.			
c. Description of procedures and instruments including specific tests to be used.			
d. Statement of right to review procedures and instruments with a qualified tester/interpreter.			
e. Statement of right to review and obtain copies of all records and to give authority to a designee of parent as indicated in writing.			
f. Description of how findings are to be used.			
g. Statement of right to refuse permission and that Ed.U can then request hearing to obtain approval to conduct evaluation.			
h. Statement of right to be fully informed of evaluation results.			
i. Statement of right to obtain independent educational evaluation.			
j. Statement that child's current placement will not be changed.			
k. Name of Ed.U employee to whom parent responses should be sent.			
l. Time limits for response.			
m. Other (specify)_____			
3. All written notification is in:			
a. English.			
b. English and oral interpretation/translation.			
c. Native language of the parents.			
d. Other modes of communication (sign, Braille) if applicable.			
e. Other (specify)_____			

	Yes	No	Indicated Policy Change
4. An interpreter knowledgeable in special education and/or procedural safeguards is provided when your Ed.U communicates with an Indian parent who does not speak English, has limited English speaking ability or uses another mode of communication.			
5. If there is no response from the parent after initial notification of the referral for an evaluation, the follow-up procedures are:			
a. There is no follow-up.			
b. Telephone.			
c. Note home via child.			
d. Regular mail.			
e. Certified mail.			
f. Home visitation.			
g. Two-way radio-telephone.			
h. Other (specify)_____			
6. Your Ed.U requires written parental permission before an evaluation can occur.			
7. If the parent refuses to permit an evaluation or does not respond to notification, the procedure your Ed.U follows is:			
a. Informal negotiations.			
b. Formal (Due Process) procedures to obtain evaluation.			
c. Refer case to the appropriate human service (Welfare, Department of Corrections, Youth Services, Tribal) agency.			
d. Other (specify)_____			
8. Signed parental consent to conduct an evaluation is filed in your Ed.U:			
a. In the special education administrator's office.			
b. In the child's permanent record.			
c. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Surrogate Parents	Yes	No	Indicated Policy Change
9. Your Ed.U has a definition of "parent" which includes: a. Natural parent. b. Surrogate. c. Legal guardian. d. Individual acting in the place of a parent.			
10. If the Ed.U determines that the parents are either unknown, unavailable, or that the child is a ward of the state, a surrogate is appointed to represent the child in the education decision-making process.			
11. The following person/agency has the responsibility to appoint a surrogate: a. State Education Agency (specify)_____ _____ b. BIA Office of Indian Education Programs (specify)_____ c. BIA Area and/or Agency Office (specify) _____ d. Ed.U Director of Special Education. e. Other Ed.U Administrators (specify) _____ f. Tribal Judicial Officer. g. Tribal Agency (specify)_____ h. Other (specify)_____			
12. Your Ed.U has written policies pertaining to the selection of surrogates for Indian exceptional children which include: a. Preference is given to member of the extended family. b. Preference is given to an individual of same tribe. c. Preference is given to Indians. d. Preference is given to an individual who speaks the same native language. d. Other (specify)_____			
13. If the need for a surrogate is determined, one is appointed within 5 calendar days.			

	Yes	No	Indicated Policy Change
14. Your Ed.U has written policies pertaining to the surrogate parent program which include:			
a. Recruitment of potential surrogates.			
b. Selection criteria.			
c. Training of surrogates.			
d. A system of compensation.			
e. Rules governing the employment of surrogates.			
f. Monitoring of surrogate performance.			
g. The student's right to request a change of surrogate.			
h. Other (specify)_____			
15. If training is provided to parent surrogates for Indian children, the elements included are:			
a. Role and responsibilities of a surrogate.			
b. The characteristics and needs of Indian children.			
c. The characteristics and needs of exceptional children.			
d. Policies governing the education of exceptional children.			
e. Existing special education programs including related services.			
f. Existing Indian, bilingual, voational, and compensatory education programs and projects.			
g. Options to consider including alternatives to education within your Ed.U.			
h. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Hearing Request	Yes	No	Indicated Policy Change
16. Your Ed.U requires that informal resolution of differences between parents and the Ed.U be tried before resorting to formal procedures.			
17. In resolving differences between Indian parents and the Ed.U on an informal basis, it is the policy of your Ed.U to involve the Indian Education Administrator, Coordinator or Specialist.			
18. Your Ed.U has formal procedures for conducting hearings to resolve disagreements that could not be settled through informal means.			
19. Parents may be granted a hearing if there is disagreement between the parents and your Ed.U over the identification, evaluation, individualized education program, and/or the provition of services to their child.			
20. If informal procedures have failed, your Ed.U may request a hearing when parents refuse to permit an evaluation and/or placement of their exceptional child.			
21. A parents' or Ed.U's request for a hearing must be in writing.			
22. A request for a hearing must be filed with: a. Principal. b. Ed.U Superintendent. c. Director of Special Education. d. Other (specify)_____			
23. If your Ed.U requests a hearing, the parents are notified in writing of the request within 5 calendar days.			
24. The following are stated in the parental notice of the filing of a request for a hearing date: a. The parent, or his designee as established in writing, is allowed access to school records, reports, and files pertaining to the child. b. Copies of reports, records, and files pertaining to the child may be obtained by the parents at the actual cost of copying.			

	Yes	No	Indicated Policy Change
c. The parent has the right to require the attendance at the hearing of any officer, employee, or agent of the Ed.U who may have evidence or testimony relevant to the needs, abilities, proposed programs, or status of the child.			
d. The parent has the right to require the attendance at the hearing of any officer, employee, or agent of the SEA, or BIA Office of Indian Education Programs, who may have evidence or testimony relevant to the needs, abilities, proposed programs, or status of the child.			
e. The parent has the right to inspect affidavits, exhibits, and evidence 5 days prior to the hearing.			
f. The parent has the right to be informed of the Ed.U witnesses.			
g. The parent has the right to an interpreter.			
h. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Hearing Procedures	Yes	No	Indicated Policy Change
25. Your Ed.U has policies that require that no later than 45 calendar days after the receipt of a written request for a hearing a final decision is reached and notification is made to each party.			
26. The educational agency responsible for scheduling the hearing and notifying the hearing participants of the hearing schedule is: a. Ed.U. b. State Education Agency. c. BIA Office of Indian Education Programs and/or Area Office. d. Other (specify)_____			
27. The hearing procedures in your Ed.U provide for: a. The appointment of a single impartial hearing officer. b. The appointment of a hearing board or panel.			
28. The decision reached by your Ed.U's hearing board or panel must be unanimous.			
29. The method your Ed.U uses to record the hearing proceedings is: a. Tape. b. Stenography. d. Other (specify)_____			
30. If the parents or the Ed.U disagree with the decision reached at the hearing, they may appeal to: a. State Education Agency. b. BIA Office of Indian Education Programs and/or Area Office. c. Tribal Court. d. Superior Court in county of residence of child. e. Other (specify)_____			
31. It is the policy of your Ed.U that either the parents or Ed.U have the right to file an appeal if they disagree with the decisions reached at the hearing.			

	Yes	No	Indicated Policy Change
32. Your Ed.U has policies that require that no later than 30 calendar days after receipt of a written request for a review, a final decision is reached and a copy of the decision is mailed to each of the parties involved.			
33. Pending the final decision of the hearing and appeal process, the student will remain in his/her current educational placement unless the parents and Ed.U agree otherwise.			
34. If not enrolled, the student with the consent of the parent will be placed in an Ed.U program until a final decision of the hearing and appeal process.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Hearing Officer: Training, Duties and Appointment Procedures	Yes	No	Indicated Policy Change
35. The educational agency responsible for the appointment and evaluation of the hearing officer is: a. Ed.U. b. State Education Agency. c. BIA Office of Indian Education Programs and/or Area Office. d. Other (specify)_____			
36. The criteria used in the appointment of a hearing officer and/or hearing board panel are: a. Age and citizenship requirements. b. Professional expertise and training in special education. c. Lawyer. d. Tribal judge. e. Tribal representative. f. Other (specify)_____			
37. Hearing officers or panel members are paid for their work by: a. They are not paid. b. Ed.U requesting hearing personnel. c. Ed.U providing hearing personnel. d. State Education Agency. e. BIA Central/Area Office. f. Other (specify)_____			
38. Training and evaluating hearing officers in hearing procedures is provided by: a. Ed.U. b. State Education Agency. c. BIA Office of Indian Education Programs. d. Other (specify)_____			
39. It is the policy of your Ed.U to provide in-service and preservice training for persons appointed as hearing officers.			
40. If training is provided to hearing officers for exceptional children and/or Indian exceptional children, the following elements are included:			

	Yes	No	Indicated Policy Change
a. Role and responsibility of a hearing officer.			
b. The characteristics and needs of Indian children.			
c. The characteristics and needs of exceptional children.			
d. Specific procedures to be followed in conducting a due process hearing, including information on all mandated federal, BIA, state, local and/or tribal policies and timelines.			
e. Other (specify)_____			
41. It is the duty and responsibility of the hearing officer appointed by your Ed.U to:			
a. Notify all witnesses and participants in the hearing of the date, time and place of the hearing at least 5 calendar days prior to commencement.			
b. Conduct the hearing according to procedures in a fair and impartial manner.			
c. Reach a decision within the time prescribed and inform the participants in the hearing in writing of the decision.			
d. Secure all correspondence and transcripts of the hearing for possible future action.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

2. STUDENT RECORDS

Student Records. Document that contains ALL information regarding the student gathered by the Ed.U from a variety of sources.

Authorized school personnel. Refers to any professional employee of the Ed.U who is working directly with the student and/or his instructors and has legitimate educational interest in the student's record. Also included in this definition is the office staff whose duties require that they have access to student records.

Confidentiality	Yes	No	Indicated Policy Change
1. Each student record contains a chronology of ALL special education services rendered.			
2. Each item in the student record is signed and dated by the person entering new information.			
3. The following types of student information are considered confidential:			
a. Basic identifying data (name, date of birth, place of birth, sex, student I.D. number, tribal membership, home address, parent's or guardian's name and address).			
b. Parent's or guardian's business address and phone.			
c. Courses, grades and credits earned.			
d. Attendance data.			
e. Activities, awards, and special programs.			
f. Health data.			
g. Family background information.			
h. Standardized academic test information (type of test, date of test, and test results).			
i. Standardized intelligence and aptitude test information.			
j. Personality test information (type, date, results).			
k. Teacher and/or counselor observation.			
l. Verified and evaluated reports of irregular behavior patterns.			
m. Reports of disciplinary action (such as suspensions, enrollment termination, exemptions and transfers, expulsions, court referral, appeal action, appeal board recommendations and other related actions).			
n. Student evaluations and/or related actions.			
o. Parent/home/school correspondence.			
p. Letters of recommendation from school personnel.			
q. Individualized education programs.			
r. Other (specify)_____			

	Yes	No	Indicated Policy Change
4. Special education student records are not maintained separately from other student records.			
5. If special education records are maintained separately, then it is the policy of your Ed.U to have a statement in the permanent file that specifies the location of the special education records.			
6. The special education student records are kept in a locked file cabinet or drawer: (specify where)_____			
7. The person responsible for the maintenance of the records is: (by title)_____			
8. Student and/or parents may add information into the student's record.			
9. The procedure for deleting from the student record information that the parent or student feels might be inaccurate, misleading, or derogatory to the character of the student is: _____ _____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Release of Information	Yes	No	Indicated Policy Change
10. A student is eligible to inspect and review his/her educational record at the age of:_____			
11. Upon receipt of a parental or eligible student request to inspect and review the student record, the record must be available within 30 calendar days.			
12. The right to inspect and review student records maintained by the Ed.U includes: a. The right to a response from the Ed.U to requests for explanations and interpretations of the records. b. The right to request that the Ed.U provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent or eligible student from exercising the right to inspect and review the records. c. The right to have a representative of the parent or eligible student (authorized in writing) inspect and review the records.			
13. The following is provided when the Ed.U makes copies of student records available to Indian parents or eligible students of limited English speaking ability: a. A copy of the record in English. b. A written translation in the parents' native language. c. Both a and b. d. Other (specify)_____			
14. If needed, qualified school personnel fluent in the native language of the Indian parent or eligible student are provided to interpret the contents of the student record.			
15. If verbal interpretation in the native language of the parent or eligible student is provided, the person(s) responsible for communicating with parents or student is: (by title) _____			
16. Parents or eligible students are notified of all judicial orders for release of information from the student record.			

	Yes	No	Indicated Policy Change
17. Written consent is always obtained from the student or parents prior to the release of student records to authorized school personnel.			
18. Written consent is always obtained from the student or parents prior to the release of student records to persons <u>other than</u> authorized school personnel.			
19. The following can have access to student records WITHOUT the written consent of the student or parent:			
a. No one can have access without student or parental consent.			
b. Other school officials, including teachers within the Ed.U who have been determined to have legitimate educational interest.			
c. Officials of other schools or Ed.U's in which the student seeks to enroll.			
d. Authorized representatives of a Federal investigatory agency.			
e. Parent without legal custody.			
f. Accrediting or monitoring organizations in order to carry out their functions.			
g. Other (specify)_____			
20. Ed.U board approval is necessary when student record data will be utilized in a research study.			
21. Records from non-school agencies, such as the Indian Health Service, appear in the Ed.U student record.			
22. A written entry on a log is made every time information is released from a student record by authorized personnel.			
23. The following information is recorded when other than authorized school personnel obtain access to student records:			
a. Indication of information released.			
b. Name of person to whom information was released.			
c. Name of person releasing information.			
d. Date of release.			
e. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Destruction of Student Records	Yes	No	Indicated Policy Change
24. Your Ed.U has written policies for the destruction of parts of student records no longer needed to provide educational services to the student.			
25. When records are no longer needed to provide educational services to the student, the parents or eligible student are notified prior to the destruction of the information.			
26. The following determine(s) what parts of student records will be destroyed: a. Parent(s). b. Principal. c. Special Education Administrator. d. Guidance Counselor. e. Review panel. f. Other (specify)_____			
27. The following types of information are considered a part of permanent student record maintained by the Ed.U: a. Basic identifying data (i.e., name, address, phone number, tribal membership). b. Courses, grades and credits earned. c. Classes attended. d. The annual IEP. e. Grade level completed including year completed. f. Other (specify)_____			
28. Permanent student records are maintained and stored by your Ed.U in accordance with applicable federal and state laws.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Confidentiality of Anecdotal Records of Professionals	Yes	No	Indicated Policy Change
Anecdotal Records are those files of the school professional that contain notes, memory aids, transcripts of interviews, clinical diagnosis and other similar information concerning a student. 29. Your Ed.U has written procedures on the maintenance and security of anecdotal files. 30. The anecdotal files of the professional are subject to the same rules and regulations that apply to student records. 31. The anecdotal files in your Ed.U are kept: (specify where)_____ 32. If the professional releases information in his anecdotal file for purposes of evaluation, identification or placement of an exceptional child, then it becomes part of the student's record.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

3. ADMINISTRATION OF MEDICATION

Administration of Medication	Yes	No	Indicated Policy Change
1. There are written policies in your Ed.U regarding the administration of medication to students during school hours.			
2. A physician's prescription must be on file before medication can be administered.			
3. The person who administers the medication in your Ed.U is the school nurse.			
4. A child can administer his/her own medication under the supervision of: a. Principal. b. Teacher. c. Parent. d. Other (specify)_____			
5. Medication is stored in your Ed.U in a locked cabinet.			
6. The behavior of a child on medication is evaluated by teachers: a. Following initial administration of the prescription. b. Following any change in dosage. c. Periodically on a routine basis. d. Other (specify)_____			
7. The child's teachers meet to reevaluate the child's behavior while on medication with: a. Medical personnel (i.e., physician, nurse, etc.). b. The child's parents.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

4. DISCIPLINARY MEASURES

Disciplinary Measures	Yes	No	Indicated Policy Change
1. An exceptional student may not be expelled or suspended from school if the behavior for which action is being proposed or taken is related to the child's exceptionality.			
2. If the behavior that causes disciplinary action to be taken by the school, for an infringement of the rules by an exceptional child, is completely outside of or unrelated to the child's exceptionality, then the normal school procedures for discipline would be enforced.			
3. The following applies to your Ed.U's written policies in regard to an exceptional child who is so disruptive that the education of other students is impaired: a. Review of the IEP and placement. b. Reevaluation. c. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

5. ABUSE AND NEGLECT REPORTING

Abuse and Neglect	Yes	No	Indicated Policy Change
Abuse and Neglect refers to the physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby.			
1. Your Ed.U has written policies in regard to suspected child abuse and neglect in the following categories: a. Physical abuse and/or punishment. b. Emotional abuse and/or neglect (destructive interaction between child and adult, rejecting attitudes such as sarcasm, belittling, verbal assault). c. Sexual abuse. d. Failure to provide general child care functions during the day and/or night, as appropriate (supervision, protection, nurturance, shelter). e. Failure to provide proper medical and dental care. f. Use of adversive or negative techniques (isolation, confinement, denial of food or belongings).			
2. Your Ed.U has written policies regarding suspected instances of child abuse and neglect occurring while the child is at home or in a residential facility to which any or all of the following apply: a. Detection. b. Identification. c. Reporting. d. Frequency of occurrence. e. Intensity of maltreatment. f. Extent of maltreatment. g. Other (specify)_____			
3. If the staff of your Ed.U has reason to strongly suspect the occurrence of child abuse and/or neglect, there are written policies which require:			

	Yes	No	Indicated Policy Change
a. Reporting of observed indicators of child abuse and/or neglect according to State Law and/or Tribal Ordinances.			
b. A designated person of the Ed.U staff who would make the report to the local or tribal Child Protection Services.			
c. A provision for parental and/or child interview, as applicable, to clarify observations.			
d. Follow-up activities (specify)_____ _____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

SECTION III

SECTION III:

ADMINISTRATION

1. PROGRAM RESPONSIBILITIES

2. FACILITIES

3. TRANSPORTATION

4. PERSONNEL

5. FISCAL MANAGEMENT

III. ADMINISTRATION

1. PROGRAM RESPONSIBILITIES

IF OTHER THAN COLLABORATIVE OR COOPERATIVE UNIT, GO TO NUMBER 9 OF THIS PART

Collaborative or Cooperative Unit Administrative Organization	Yes	No	Indicated Policy Change
1. The number of Ed.U's that comprise your cooperative or collaborative is:_____			
2. The following types of Ed.U's can be a member of your collaborative or cooperative: a. BIA. b. Tribal and/or Indian Community Controlled. c. Cooperative. d. Other (specify)_____			
3. The following Ed.U's can contract with your cooperative or collaborative for special education services: a. BIA. b. Tribal and/or Indian Community Controlled. c. Cooperative. d. Other (specify)_____			
4. The following are true of your collaborative or cooperative unit: a. Unit determines separate budget. b. Unit has same legal powers and responsibilities as any school district. c. Unit may "bill" member Ed.U's for services provided. d. Unit may qualify for state and/or federal funds. e. Unit owns property. f. Unit has taxing power. g. Unit contributes funds in addition to state/federal funds. h. Other (specify)_____			
5. Your collaborative or cooperative unit has a governance board.			

	Yes	No	Indicated Policy Change
6. The following people compose the collaborative or cooperative governance board: a. Superintendents or designees from each member Ed.U. b. Members of the Ed.U school boards. c. Special Education Administrators from member Ed.U's. d. Other (specify)_____			
7. The title of the administrator of the collaborative or cooperative is:_____			
8. The position of administrator of the collaborative or cooperative is higher, lower, or the same status as a school district superintendent: _____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Ed.U Service Delivery Plan	Yes	No	Indicated Policy Change
9. Your Ed.U has copies of: a. State Special Education Annual Program Plan for service delivery required under P.L. 94-142. b. State Special Education statutes, regulations and guidelines. c. BIA Special Education Annual Program Plan required under P.L. 94-142. d. BIA Special Education statutes, regulations and guidelines.			
10. Your Ed.U administrator of special education participates in the development of the State and/or BIA Special Education Annual Program Plan(s) required under P.L. 94-142.			
11. Your Ed.U has a current special education service delivery plan which takes into consideration the following documents: a. State and/or BIA Annual Program Plans. b. Appropriate State and/or BIA policies. c. The Ed.U Indian Education Plans required under P.L. 93-874 (Impact Aid) and P.L. 93-638 (Indian Self-Determination and Education Assistance Act). d. Tribal education plans. e. Other (specify)_____			
12. Your Ed.U plan states that the full range of educational services be provided to exceptional children in the following age range: a. Birth to 3 years. b. 3 to 5 years. c. 5 to 18 years. d. 18 to 21 years. e. Over 21 years.			
13. The plan provides a description of the kind and number of facilities, personnel, personnel training, and services necessary to meet the full service goal.			
14. The Ed.U governing board must approve the Special Education Service Delivery Plan.			

	Yes	No	Indicated Policy Change
15. There is a provision for an annual review and update of the comprehensive Ed.U Special Education Service Delivery Plan.			
16. The Ed.U plan includes provisions for a parent advisory committee.			
17. The SEA or BIA Office of Indian Education Programs annually approves your Special Education Service Delivery Plan.			
18. Your Ed.U's funding is contingent upon the SEA's or BIA Central Office's approval of your Special Education Service Delivery Plan.			
19. In addition to the current Special Education Service Delivery Plan, your Ed.U has the following written documents which pertain to Special Education and Indian Education: a. Curriculum guides. b. Instructional materials (that includes a list of recommended instructional material and media appropriate for use with students with differing exceptionalities). c. Required facilities, resources, equipment and supplies in addition to those provided in regular education. d. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Interagency Cooperation	Yes	No	Indicated Policy Change
Interagency Cooperation refers to the Ed.U's administrative option of entering into an agreement(s) with other agencies to provide the special education services and/or programs needed to insure an appropriate education for each exceptional child. 20. Your Ed.U enters into cooperative agreements with the following agencies: a. Other Ed.U's. b. Head Start programs. c. Tribal Agencies. d. State Education Agencies. e. BIA Educational Offices, Central, Area and/or Agency Education Office. f. BIA Social Services, Central, Area and/or Agency Social Services Office. g. U.S. Indian Health Services. h. State Human Services Agencies: • Mental Retardation. • Mental Health. • Youth Services. i. Vocational Rehabilitation. j. Institutions of higher education including Indian Community Colleges. k. Other (specify)_____ 21. Your Ed.U's interagency agreements are written. 22. The following are provided by Tribal agencies: a. Child identification services. b. Interpreters. c. Parent training. d. Parent advocate services. e. Vocational rehabilitation services. f. Bilingual/bicultural programs. g. Foster grandparent programs. h. Other (specify)_____ 23. The following are provided by the State Human Services Agencies: a. Psychological examination of students. b. Psychological services for students and parents of exceptional students. c. Developmental training of exceptional children.			

	Yes	No	Indicated Policy Change
d. Individual education services for mentally retarded children in state schools.			
e. Individual education services for seriously emotionally disturbed children in state schools.			
f. Other (specify)_____			
24. The following are provided by the Department of Vocational Rehabilitation:			
a. Vocational evaluation and training.			
b. Work-study programs.			
c. Vocational counseling.			
d. Job placement and follow-up services.			
e. Sheltered and other workshops.			
f. Other (specify)_____			
25. The following are provided by the U.S. Indian Health Service:			
a. Child identification services.			
b. Diagnostic services.			
c. Psychological services.			
d. Psychiatric services.			
e. Medical services.			
f. Physical therapy.			
g. Occupational therapy.			
h. Speech and hearing services.			
i. School health services.			
j. Vision and hearing screening.			
k. Dental hygiene services.			
l. Neurological services.			
m. Other (specify)_____			
26. The following are provided by the BIA Office of Indian Education Programs or BIA Area and Agency Offices:			
a. Indian Education materials/curriculum.			
b. Student transportation.			
c. Educational consultants.			
d. Evaluation services.			
e. In-service training.			
f. Other (specify)_____			
27. The following are provided by the BIA Office of Social Services or BIA Area and Agency Offices:			
a. Child identification services.			
b. Family worker.			

	Yes	No	Indicated Policy Change
c. Social worker.			
d. Parent's transportation for attendance at IEP meetings.			
e. Transportation to student health services.			
f. Prosthetic devices for students.			
g. Other (specify)_____			
28. The following are provided by institutions of higher education including Indian Community Colleges:			
a. Planning and delivery of in-service and pre-service training in special education.			
b. Planning and delivery of in-service and pre-service training in Indian education.			
c. Consultation services.			
d. Development of professional certification requirements.			
e. Development of bilingual/bicultural programs.			
f. Development of rural service delivery programs.			
g. Indian education materials/curriculum.			
h. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Contracted Services	Yes	No	Indicated Policy Change
Contracted services are services purchased by an Ed.U on an as needed basis to provide an appropriate education to exceptional children.			
29. Your Ed.U contracts for special education services.			
30. The following services are contracted for by your Ed.U: a. Medical. b. Psychological. c. Social. d. Educational. e. In-service training. f. Transportation. g. Speech and hearing. h. Neurological. i. Diagnostic. j. Occupational therapy. k. Physical therapy. l. Other (specify)_____			
31. Your Ed.U can contract with: a. Other Ed.U's: • BIA. • Tribal and/or Indian Community Controlled. • Cooperative. b. Head Start programs. c. Approved private facilities. d. Residential/Day Care facilities. e. Hospitals. f. Private psychiatric clinics. g. University based clinics. h. Tribal Agencies. i. State Department of Education (Special Education). j. State Department of Mental Health. k. State Department of Public Health. l. State Department of Welfare. m. State Department of Youth Services. n. State Department of Vocational Rehabilitation. o. BIA Education (i.e., Central, Area and Agency Offices). p. BIA Social Services (i.e., Central, Area and Agency Offices). q. Institutions of higher education including Indian Community Colleges. r. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Registry Information	Yes	No	Indicated Policy Change
Registry Information is that information on a register established and maintained by the special education administrator for the required legal and data reporting purposes. The purpose of registration is to establish and maintain a uniform centralized source of essential data and information pertaining to all individuals who have been confirmed to be eligible for participation in special education programs and services. The register should be a complete listing of preschool, school and postschool age individuals with exceptional needs who reside within the boundaries of the Ed.U or who are within its legal jurisdiction.			
32. In your Ed.U, an ever-current register of children in need of special education and related services, under its jurisdiction, lists the following information for each child: a. Name of child. b. Sex. c. Address and telephone number. d. Date of birth. e. Full name of parent(s). f. Ethnic background. g. Date referral received. h. Date(s) of evaluation and IEP meetings and reviews. i. Date of acceptance or rejection of IEP. j. Type of exceptionality. k. Beginning date of special education. l. Name of school or other place where special education is delivered.			
33. It is the policy of your Ed.U to update the information contained in the register: a. Annually. b. Semiannually. c. As needed or required by law or regulation. d. Other (specify)_____			
34. It is the policy in your Ed.U that a child who has been evaluated and determined not to be handicapped and not in need of special education and related services will not be entered into the register.			

	Yes	No	Indicated Policy Change
35. Your Ed.U has a policy agreement with BIA, state, local, tribal or other federal agencies that have or maintain a registry of known or suspected exceptional children and youth to access pertinent educational data.			
36. It is the policy of your Ed.U that the personally identifiable data maintained in the registry of exceptional children and youth are protected by laws and regulations governing the confidential nature of student/personnel records.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Program Evaluation

Program Evaluation refers to the systematic formal weighing of the merits and deficits of a special education program, as it relates to Ed.U policies, procedures, program objectives, and administration.

37. In this matrix, the types of programs offered are listed vertically and questions about evaluating each type of program are presented horizontally. For each type of program, indicate:

    A. If the program is evaluated (Yes/No).

    B. The agency responsible for evaluation (Ed.U/SEA/BIA/Tribal/Human Service Agencies (e.g., public health, mental health, welfare)).

    C. The frequency with which it is evaluated (Semiannually/Annually/ Every 2 years/More than every 2 years).

Type of Program	Program Evaluation		Agency Responsible for Evaluation	Frequency of Program Evaluation	Indicated Policy Change
	Yes	No			
Preschool programs					
Regular education					
Resource room					
Consultative services					
Integrated programs					
Self-contained class/ school					
Home visitation					
Homebound and Hospitalized					
Non-public day School					
Residential school					

Type of Program	Program Evaluation		Agency Responsible for Evaluation	Frequency of Program Evaluation	Indicated Policy Change
	Yes	No			
Developmental day care activities					
Extended day programs					
Alternative high school programs					
Summer programs					
Adult/continuing education					
"Transition" programs for children leaving institutions					
Vocational education					
Vocational rehabilitation programs					
Other (specify)					

Yes	No	Indicated Policy Change

38. In your Ed.U, the following related services are evaluated as part of your Ed.U special education program evaluation:

    a. Speech/hearing/audiology.
    b. Physical therapy.
    c. Occupational therapy.
    d. Psychological services.
    e. Counseling services.
    f. Recreation programs.
    g. School health programs.
    h. School social work services.

	Yes	No	Indicated Policy Change
39. Your Ed.U program evaluation takes these elements into consideration:			
a. Compliance requirements.			
b. Regulatory requirements.			
c. Program quality and availability of instructional offerings.			
d. Program effectiveness.			
e. Students progress measurements.			
f. Personnel qualifications and utilization.			
g. Organization effectiveness (planning/financial/labor relations/affirmative action resource utilization).			
h. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

2. FACILITIES

Program Location and Safety Standards

1. Programs for exceptional children provided by your Ed.U are located in the following kinds of facilities:

Type of Program	Regular School Building	Special Education Building	Other (specify)
Emotionally Disturbed			
Learning Disabled			
Hard of Hearing			
Deaf			
Deaf-Blind			
Visually Impaired			
Multiply Handicapped			
Educable MR			
Trainable MR			
Severely MR			
Speech Impaired			
Orthopedically Impaired			
Other Health Impaired			
Gifted and Talented			

Yes	No	Indicated Policy Change

2. The person who decides which facilities or parts of such facilities will be used for special education programs is:

   a. Superintendent.
   b. School Principal.
   c. Special Education Administrator.
   d. Other (specify)_____

	Yes	No	Indicated Policy Change
3. The incidence level, location and educational needs of the eligible exceptional children in your Ed.U are considered when facilities are purchased, converted, remodeled or constructed.			
4. Special education classrooms and facilities are of a size and condition at least equal to regular classrooms and facilities.			
5. Your Ed.U facilities comply with fire, health, and safety standards set by federal, state and tribal governments.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Program Accessibility	Yes	No	Indicated Policy Change
6. Your Ed.U's program for exceptional children when viewed in its entirety is readily accessible to exceptional students.			
7. Means that have been used by your Ed.U to insure program accessibility for exceptional students in the least restrictive setting include: a. Redesign of equipment. b. Reassignment of classes or other services to accessible buildings. c. Assignment of aides. d. Alteration of existing facilities. e. Construction of new facilities. f. Other (specify)_____			
8. Facility modifications that have been necessary in your Ed.U to insure program accessibility for exceptional students include: a. Wide doorways. b. Non-skid floors. c. Handrails. d. Round corners. e. Protected coat hooks. f. Ramps. g. Warning lights. h. Hand bars by drinking fountain, in toilet stalls, near section of blackboard. i. Panic door bars. j. Door stoppers. k. Redesigned equipment. l. Other (specify)_____			
9. In the design and construction of a new facility, it is the policy of your Ed.U that the facility or part of such facility be readily accessible to and usable by exceptional students.			
10. In the alteration of a facility, it is the policy of your Ed.U that the facility or part of such facility be readily accessible to and usable by exceptional students.			

	Yes	No	Indicated Policy Change
11. The design, construction, or alteration of Ed.U facilities is done in conformance with the American National Standards Institute accessibility standards as set forth in their publication, American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

3. TRANSPORTATION

Transportation Procedures	Yes	No	Indicated Policy Change
1. It is the policy of your Ed.U that transportation services are arranged and provided for exceptional children to and from school as well as to and from other related services.			
2. The person responsible for scheduling transportation of exceptional children in your Ed.U is: (by title)_____			
3. Transportation options that are provided by your Ed.U are: a. School bus/van: integrated with regular students. b. School bus/van: only exceptional children. c. Private car. d. Walking. e. Other (specify)_____			
4. For your exceptional children in <u>out of district</u> placements, transportation options provided by your Ed.U are: a. School bus/van: integrated with regular students. b. School bus/van: only exceptional children. c. Private car. d. Airplane. e. Other (specify)_____			
5. Transportation services for exceptional children from their places of residence or educational placements to approved related services such as psychological services or medical services for diagnostic purposes only, is provided as needed by: a. Ed.U. b. BIA Social Services. c. Indian Health Services. d. Crippled Children Services. e. Parents. f. Other (specify)_____			
6. If parents transport their exceptional child to his/her educational placement, they are reimbursed at the same rate as Ed.U employees.			

	Yes	No	Indicated Policy Change
7. The aides your Ed.U assigns in specific cases or as needed to the vehicles that transport exceptional children are: a. Employees of the Ed.U. b. Volunteers. c. Other (specify)_____			
8. Your Ed.U provides training programs for individuals transporting exceptional children.			
9. The procedure for making the bus driver/aides aware of the special needs of the exceptional children whom they transport is: a. The bus driver/aide is given verbal information about the special needs of the children he transports. b. The bus driver/aide is given a written description of each child's condition and special needs. c. Both a and b.			
10. Modifications are made to transportation vehicles to accomodate special equipment (e.g., wheelchairs and crutches) that an exceptional child might use.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

4. PERSONNEL

Administrative Personnel	Yes	No	Indicated Policy Change
1. Your Ed.U has an administrator of special education.			
2. The official title of the special administrator is: a. Director of Special Education. b. Director of Pupil Personnel Services. c. Teacher Supervisor. d. Other (specify)_____			
3. The special education administrator position is: a. Full time. b. Half time. c. Quarter time. d. Other (specify)_____			
4. The current special education administrator in your Ed.U is certified as a special education administrator according to state and/or BIA standards.			
5. Your Ed.U has an administrator/coordinator of Indian Education.			
6. The Indian Education administrator/coordinator position is: a. Full time. b. Half time. c. Quarter time. d. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Special Education and Related Services Personnel

7. and 8. Complete the matrices below by specifying for each type of instructional personnel listed how many of such personnel type your Ed.U employs on a full time basis and how many your Ed.U employs on a part time basis. Please include full time and part time consultants.

7. Special Education Personnel

PERSONNEL TYPE	Full Time			Part Time		
	Yes	No	Indicated Policy Change	Yes	No	Indicated Policy Change
Early Childhood Teacher						
Teacher of the Educationally Handicapped						
Teacher of the Emotionally Handicapped						
Teacher of the Gifted and Talented						
Teacher of the Hearing Impaired						
Teacher of the Homebound/Hospitalized						
Teacher of the Learning Disabled						
Teacher of the Mentally Retarded						
Teacher of the Multiply Handicapped						
Teacher of the Physically Handicapped						
Teacher of the Vision Impaired						
Vocational Education Teacher						
Vocational Rehabilitation Teacher						
Teacher Aides						

8. Related Services Personnel

PERSONNEL TYPE	Full Time			Part Time		
	Yes	No	Indicated Policy Change	Yes	No	Indicated Policy Change
Psychologist/Diagnostician						
Child Find Coordinator						
Social Worker						
Guidance Counselor						
Physician						
Psychiatrist						
Registered Nurse						
Speech and Language Clinician						
Audiologist						
Physical Therapist						
Occupational Therapist						
Recreational Therapist						
Teacher Aide						
Dormitory Aide						

9. The following chart lists typical special education responsibilties along with the type of personnel generally involved. Check the personnel involved in each activity, using P for primary and S for support. Special Ed. Educator(s) include all categorical and non-categorical disability teachers, prevocational, vocational and vocational rehabilitation teachers.

RESPONSIBILITIES	Superintendent	Special Education Administrator	Indian Education Coordinator/Specialist	Building Principal	Supervisor	Consultant	Special Ed. Educators	Psychologist/ Diagnostician	Speech Clinician	Aide(s)	Social Worker	Child Find Coordinator	Registered Nurse	Translator/ Interpreter	Other (specify)
Prepares Special Education Budget															
Controls Special Education Expenditures															
Designs Transportation Plan															
Designs Ed.U Special Education Services Delivery Plan															
Evaluates Professional Personnel															
Evaluates Special Education Programs															
Formulates Long Term Policies and Objectives for Special Education Programs															
Recruits and Selects Professional Personnel															
Recruits and Selects Paraprofessional Personnel															
Provides In-service Training for Professional Staff															
Coordinates In-service Training for Professional Staff															
Maintains a Continuous Liaison with Human Service Agencies (Federal, State, Tribal)															

	Responsible for Maintaining and Controlling Student Records
	Coordinates Due Process Procedure
	Responsible for Referral Follow Through
	Participates in Development of the Student's IEP
	Screens Children to Identify Those who may Need Special Services
	Evaluates Children who are Referred for Special Services
	Administers and Interprets Psychological Tests
	Serves as Member of Evaluation Team
	Contributes to Final Decision on Educational Placement
	Coordinates Parent Surrogate Procedures
	Makes Home Visits
	Maintains a Continuous Liaison with Parents
	Administers Medication
	Participates in IEP Meetings, Hearings, Parent/School Staff Conferences
	Other (specify)
	Other (specify)
	Other (specify)

Personnel Policies	Yes	No	Indicated Policy Change
10. Are special education teachers in your Ed.U certified by State or BIA standards? If not, by whom? (specify)_____			
11. Dormitory aides in boarding schools are required to have special training, certification, or a minimum educational certificate.			
12. Are differentials paid by your Ed.U to attract qualified special education teachers?			
13. Your Ed.U requires that IEP meetings between parents and school personnel be arranged at a time that is "mutually convenient." Teachers who are required to work extra hours are compensated for those extra hours.			
14. Teachers are required to attend their student's evaluation and IEP meetings.			
15. If a teacher is given release time from class responsibilities to attend child IEP meetings, provisions are made to cover those class responsibilities left unattended.			
16. Special education teachers share the same extra-school duty responsibilities, e.g., lunchroom duty, sponsoring clubs, as regular classroom teachers.			
17. If teachers are provided a free or curriculum planning period, all special education teachers automatically receive the same planning period.			
18. Your Ed.U has written guidelines for the supervision of: a. Special education staff. b. Indian education staff. c. General education staff. d. Other (specify)_____			
19. Included in these supervisory guidelines are: a. Specification of required competencies. b. Designation of who conducts observations. c. Procedures for establishing mutually agreed upon goals.			

	Yes	No	Indicated Policy Change
d. Specification of number of observations. e. Review procedures. f. Appeal procedures. g. Other (specify)_____			
20. The person directly responsible for the supervision of the special education instructional staff is: a. Superintendent. b. Special Education Director. c. Principal. d. Teacher Supervisor. e. Other (specify)_____			
21. The person directly responsible for supervising the Indian Education staff is: a. Superintendent. b. Indian Education Administrator. c. Principal. d. Other (specify)_____			
22. Special education teachers are observed in the process of teaching by a supervisor, with the purpose of evaluating performance: a. They are not observed. b. Once per year. c. Twice per year. d. 3-5 times per year. e. More than 5 times per year. f. Other (specify)_____			
23. Special education faculty meetings are held: a. Weekly. b. Monthly. c. Once per semester. d. Annually. e. Other (specify)_____			
24. The following statements apply to your Ed.U's personnel hiring policies for both regular and special education staff positions: a. Preference is given to qualified American Indians. b. Preference is given to qualified individuals speaking the native language(s) of students served by the Ed.U. c. Other (specify)_____			

	Yes	No	Indicated Policy Change
25. Does your Ed.U have personnel policies that speak to the seeking and hiring of qualified handicapped individuals for both regular and special education staff positions?			
26. Your Ed.U has policies specifying the maximum number of exceptional students allowed in a regular class at any one time.			
27. If your Ed.U is a boarding school, the criteria used by your Ed.U in determining a ratio for exceptional students and dormitory personnel are:			
a. Ratio is determined by the severity of student's handicap.			
b. Ratio is determined by special grouping arrangements.			
c. Ratio is determined by environmental arrangements/modifications.			
d. Ratio is the same as with a normal student population.			
e. There are no set criteria.			
f. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Staff Development	Yes	No	Indicated Policy Change
28. The number of days per year the professional staff is given, at full salary, to attend professional growth activities are:_____			
29. Your Ed.U pays expenses incurred by professional personnel attending approved conferences out of: a. District. b. Area. c. State.			
30. The following types of in-service education are offered by your Ed.U for its regular education, special education, and Indian education personnel: a. Special education methods and techniques. b. Characteristics of exceptional children: definitions, etiology, incidence. c. Rights of parents and exceptional children. d. Current legal issues and due process procedures in special education. e. Child abuse and neglect. f. Other (specify)_____			
31. The following types of Indian in-service education programs are offered by your Ed.U for all teachers and administrators: a. Indian heritage programs. b. Contemporary Indian perspectives. c. Indian education curriculum and methods. d. Structure of tribal judicial and administrative systems. e. Other (specify)_____			
32. If your Ed.U offers in-service education for professional and paraprofessional development, the following personnel may participate in the training: a. Teachers (i.e., general, special and Indian education). b. Teacher aides. c. Administrators (i.e., general, special and Indian education). d. Related services personnel.			

	Yes	No	Indicated Policy Change
e. Dormitory personnel.			
f. Medical staff.			
g. Social services workers.			
h. Advocacy personnel.			
i. Interpreters.			
j. School board or tribal board members.			
k. Parent volunteers.			
l. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

5. FISCAL MANAGEMENT

Fiscal Information	Yes	No	Indicated Policy Change
1. Funds for special education in your Ed.U are <u>allocated</u> by: a. Type of student handicapping condition. b. Type of educational program/placement. c. Other (specify)_____			
2. Funds for special education are included as a line item in your Ed.U's annual budget.			
3. Your Ed.U's annual TOTAL operating budget for the last fiscal year was: _____.			
4. Your Ed.U's SPECIAL EDUCATION operating budget for the last fiscal year was: _____.			
5. The per pupil expenditure in your Ed.U using ALL children in the base for the last fiscal year was: _____.			
6. The per pupil expenditure for students in SPECIAL EDUCATION (using only EXCEPTIONAL children in the base) in your Ed.U for the last fiscal year was: _____.			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

State and Local Funds	Yes	No	Indicated Policy Change
7. The amount of funding your Ed.U received from your state for SPECIAL EDUCATION last fiscal year was:_____			
8. If a BIA or tribal school, the amount of 3100 funding received from BIA for SPECIAL EDUCATION last fiscal year was:_____			
9. If a cooperative school, how much funding was received from both the state and the BIA for SPECIAL EDUCATION last fiscal year?_____			
10. The amount of funding your Ed.U received from LOCAL sources for SPECIAL EDUCATION in the last fiscal year was:_____			
11. The majority of local funds for SPECIAL EDUCATION in your Ed.U in the last fiscal year came from: a. Property taxes. b. Tuition payments from other school districts. c. Tuition payments from state agencies. d. Gifts, grants, bequests. e. Impact Aid (P.L. 81-874). f. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

Federal Funds	Yes	No	Indicated Policy Change
12. Your Ed.U receives federal funds for special education.			
13. Your Ed.U received the following amount of federal money for SPECIAL EDUCATION in the last fiscal year:_____			
14. For each of the following, indicate if your Ed.U received federal funds for SPECIAL EDUCATION in the last fiscal year:			
a. Education of the Handicapped Act (P.L. 91-230 as amended by P.L. 93-380 and P.L. 94-142): • Part B (State plan program). • Part C (handicapped children early education program; demonstration services for the severely handicapped). • Part D (In-service training). • Part E (Research and development). • Part F (Media services).			
b. Title I, ESEA: • Projects for economically disadvantaged children (P.L. 89-10 as amended through P.L. 95-561). • Support for handicapped children in state operated or supported facilities (P.L. 89-313 as amended by P.L. 95-561).			
c. Title IV, ESEA (Innovation in special education).			
d. Vocational Education Amendments (P.L. 94-482).			
e. Gifted and Talented (Title IV, P.L. 93-380, Sec. 404).			
f. Impact Aid (P.L. 81-874).			
g. Indian Education Act (P.L. 92-318 as amended through P.L. 95-561): • Part A (Indian Elementary and Secondary School Assistance Act). • Part B (Special Programs and Projects to Improve Educational Opportunities for Indian Children).			
h. Rehabilitation Act (P.L. 93-112).			
i. Developmental Disabilities Act (P.L. 91-517).			
j. Head Start (P.L. 93-644).			
k. Other (specify)_____			

	Yes	No	Indicated Policy Change
15. For each of the following, indicate if your Ed.U received federal funds for INDIAN EDUCATION in the last fiscal year:			
a. Education contracts under the Johnson-O'Malley Act (act of April 16, 1934 as amended through P.L. 93-638).			
b. Impact Aid (P.L. 81-874).			
c. Title I, ESEA (Projects for economically disadvantaged Indian children (P.L. 89-10 as amended through P.L. 95-561)).			
d. Title VII, ESEA (Bilingual Education Programs (P.L. 89-10 as amended through P.L. 95-561)).			
e. Indian Education Act (P.L. 92-318 as amended through P.L. 95-561):			
• Part A (Indian Elementary and Secondary School Assistant Act).			
• Part B (Special Programs and Projects to Improve Educational Opportunities for Indian Children).			
• Part C (Special Programs Relating to Adult Education for Indians).			
f. Other (specify)_____			

POLICY PRIORITIES

Date:

List below those items checked under the indicated policy change column. Review the list. Assign a priority to those indicated policy components requiring change. Enter those choices on the last page of this document.

SECTION IV

SECTION IV:

PROFILE OF ED.U POLICY PRIORITIES

1. SERVICE DELIVERY

2. PROCEDURAL SAFEGUARDS

3. ADMINISTRATION

IV. PROFILE OF ED.U POLICY PRIORITIES

The Ed.U Policy Profile was designed to provide policy makers and administrators using the Policy Analysis Guide with a means of recording Ed.U priorities for policy change. The policy areas are listed in the left hand column to identify the decision areas as listed in this document. Prioritized policy statements for which change is indicated are listed by the user in the other column.

1. SERVICE DELIVERY

POLICY AREA	ED.U PRIORITIES
Child Identification	
Student Evaluation	
Placement	
Continuum of Services	

II. PROCEDURAL SAFEGUARDS

POLICY AREA	ED.U PRIORITIES
Due Process	
Student Records	
Administration of Medication	
Disciplinary Measures	
Abuse and Neglect Reporting	

III. ADMINISTRATION

POLICY AREA	ED.U PRIORITIES
Program Responsibilities	
Facilities	
Transportation	
Personnel	
Fiscal Management	

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